

Research Article

Case Method Learning Design for Halal and Haram Material in the Al-Qur'an and Hadith Subject for Grade XII at Ihyaaussunnah Modern Dayah Lhokseumawe

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Abstract: One of the skills in facing global challenges in the application of 21st century skills is critical thinking skills in solving problems with a scientific attitude (Eka et al., 2020) critical thinking skills enable them to be able to face complex situations and make wise decisions. The application of case-based learning can be a learning solution including in learning with limited meetings in class because it is oriented towards developing critical thinking skills in solving cases. This study uses a descriptive-analytical library research method, where data is collected from various library sources such as books, journals, and scientific articles. This research is a qualitative descriptive type that relies on analysis to determine, interpret, and clarify the data or information collected. This method aims to obtain an overview of the Case Method Learning Design on Halal Haram Material in the Al-Qur'an Hadith Subject of Class XII Madrasah Aliyah at Dayah Modern Ihyaaussunnah Lhokseumawe. This study successfully designed a case-based learning method as an innovative approach in teaching the Qur'an and Hadith on the topic of Halal and Haram in grade XII of Madrasah Aliyah. However, the implementation of this method also faces challenges such as the need for teacher readiness in designing and moderating cases, limited class time, and variations in students' abilities in analyzing cases.

Keywords: Al-Qur'an Hadith; Case Method; Learning Design; Problem Solving; Teacher Readiness.

1. Introduction

The implementation of 21st-century skills learning includes the term 4C: Collaboration, creativity, communication, and critical thinking. These four student activities require them to be able to collaborate, be creative, communicate, and think critically (Ministry of Education and Culture 2017). One of the skills in facing global challenges in the application of 21st-century skills is critical thinking skills in solving problems with a scientific attitude (Eka et al., 2020). Critical thinking skills enable them to face complex situations and make wise decisions.

Learning activities in developing critical thinking skills, students are required to actively participate in the learning process (student centered) in the context of Islamic Religious Education learning, students are invited to improve their understanding of their religious teachings, encouraged to practice them in everyday life and form noble characters, teachers can choose learning that can stimulate the enthusiasm of each student to actively participate in their learning experiences.

The subject of Al-Qur'an and Hadith in 21st century skills focuses on student-centered learning, there are various methods of implementing learning that use student-centered principles, one of which is case-based learning, case-based learning is an inductive learning approach where students analyze situations, institutions, events, decisions, or problems and discuss them in groups with guidance from facilitators or educators. Sudrajat & Pertiwi (2024) stated that the implementation of the Case Method is very relevant to developing students' essential skills because it provides an applicative and contextual learning experience.

The Qur'an and Hadith are a science that studies social phenomena in everyday life. Learning the Qur'an and Hadith must bring students closer to everyday life events (Erwin et al., 2018) so that students feel that the Qur'an and Hadith are touching and necessary. One

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effort that can be made to bring students closer to everyday events is to develop case-based teaching materials (case method). The development of case-based teaching materials is still rarely done.

Based on the results of the study, it was found that learning the Qur'an and Hadith, especially the material of halal and haram, used teaching materials in the form of lecture methods assisted by presentation slides, by using these media only presenting the material without connecting the material to cases that occur in everyday life. Meanwhile, previous research has found that case-based learning is better than conventional learning methods, where case-based learning can improve critical thinking skills and class interaction. The use of case-based textbooks (case method) in the learning process will provide opportunities for students to analyze problems presented in the form of cases, draw conclusions based on available information, and draw conclusions regarding the assumptions that have been formulated (Safitri & Purbaningrum, 2020).

Based on the background above, this study answers several main questions (1) How is the Case Method-Based Learning Design for the Al-Quran Hadith Subject effective, efficient and interesting for Class XII students at Madrasah Aliyah Dayah Modern Ihyaussunnah Lhokseumawe? (2) What are the benefits of the Case Method-Based Learning Design? (3) What are the challenges of implementing the Case Method?

2. Preliminaries or Related Work or Literature Review

Understanding the Case Method

The Case Method is a learning approach that focuses on the use of real-life cases or complex situations as the primary learning tool. In this method, students are presented with real-world scenarios or cases that reflect challenges or problems frequently encountered in everyday life. Students are then tasked with analyzing, understanding, and responding to these cases. The primary goal of the Case Method is to develop a deep understanding of specific concepts and the ability to apply them in relevant contexts (Masita, 2023).

The case method is a strategy used in presenting a lesson by utilizing cases found as learning materials, then the cases are studied together to find solutions or ways out. This learning strategy with the case method allows students to solve and make decisions on cases found in their daily lives (Anwar, 2023) argues that the key to the case method is discussion. discussions must be integrated into the learning process.

Case Method in learning

The case study method can hone higher-order thinking skills, enabling students to solve problems that arise during the learning process and in everyday life. The application of case-based learning can be a learning solution, even in limited classroom sessions, because it focuses on developing critical thinking skills in case-solving. In case-based learning, students are required to independently identify, analyze, and search for information, determine solution steps, and draw conclusions from a variety of real-world cases (Safitri & Purmaningrum, 2020).

Theoretical Basis in Developing Case Method

Constructivism

Constructivism theory stems from the constructivist framework first developed by philosophers such as Jean Piaget and Lev Vygotsky. Piaget argued that children actively construct their own knowledge through interactions with their environment, while Vygotsky emphasized the role of social interaction and support in developing understanding.

The application of constructivism theory is very suitable for learning approaches such as the Case Method. In this strategy, students do not only follow direct instruction, but they are actively involved in the learning process. Case Method: In the case method, students analyze real-world cases, understand their context, and formulate solutions. This reflects the principles of constructivism because students interact with real content, apply existing knowledge, and build deeper understanding through analysis and discussion.

Constructivism theory emphasizes the importance of students' active interaction with learning materials and real-world experiences in developing understanding. In the Case Method, students actively engage in case analysis or project development, where they construct understanding through exploration, discovery, and application of concepts in real-world situations. This approach aligns with constructivist principles, which position students as constructors of their own knowledge and understanding.

Cognitivism

Jean Piaget was a key figure in developing the theory of cognitivism. He proposed that children actively construct their own knowledge through interactions with their environment. Piaget highlighted stages of cognitive development, where children move from simpler to more complex understandings through the processes of adaptation and assimilation. The application of cognitivism theory is highly compatible with learning approaches such as the Case Method: In case analysis, students encounter complex information that they must process and apply to formulate solutions. They construct understanding through information processing, connecting with prior knowledge, and critical thinking. This interaction reflects the cognitive principles of information processing in learning. Cognitive theory emphasizes the importance of information processing, cognitive processing, and understanding in learning. In the Case Method and project-based learning, students engage in information processing through case analysis and project development. The application of these two strategies reflects the principles of cognitivism and recognizes that learning involves the active processing of information, connecting with existing knowledge, and developing deeper understanding.

Collaborative Knowledge Construction

Collaborative knowledge construction theory is a framework in education that emphasizes the importance of social interaction in building understanding and knowledge. This theory is rooted in the concept that the most effective learning occurs through active interaction with peers, sharing ideas, and building shared understanding. In collaborative knowledge construction theory, discussion and collaboration are considered key tools in building understanding. Students learn from their peers' perspectives, asking questions, debating, and exploring different viewpoints. This social interaction creates a deep and contextual learning experience. The application of collaborative knowledge construction theory is particularly relevant in learning strategies such as the Case Method. In case analysis, students often engage in group discussions to analyze cases, share interpretations, and develop solutions. These discussions foster more comprehensive understanding because students learn from multiple perspectives.

Contextual Learning

This theory argues that students learn more effectively when they are involved in situations or contexts that reflect the real world. Learning in this context allows students to connect concepts and knowledge with practical experiences relevant to everyday life. Case Method: In case analysis, students face real-world situations that require analysis, critical thinking, and decision-making. The cases they face reflect challenges they might face in real life, allowing students to connect learning with practical experiences. Contextual learning theory emphasizes the importance of learning in relevant, real-world contexts. In the Case Method and Project-Based Learning, students are involved in situations or projects that reflect the real world, allowing them to connect learning concepts with practical experiences. The application of this theory allows students to develop a deeper and more applicable understanding, connecting learning to real life.

Previous Research on AR Media in Education

Several previous studies have demonstrated the effectiveness of the case method in learning. First, research conducted by Aniza Muaffiani et al. (2022) found that students' critical thinking skills improved significantly when case-based learning (the case method) was implemented compared to conventional learning.

Second, research conducted by Linda Astriani (2022) shows that the designed case-method-based Elementary Arithmetic teaching module achieved a validity and practicality level of 78.13%, making it suitable for use as a reference in teaching Elementary Arithmetic in the Elementary Teacher Education Program, Faculty of Education, State Islamic University of Jakarta. These results reinforce that the case method is not only effective in improving critical thinking skills but can also be practically applied in the preparation of contextual and relevant teaching materials to meet learning needs.

Third, research conducted by Mingka & Nasution (2023) showed that the implementation of case-based teaching materials assisted by an Android application significantly improved students' mathematical comprehension. The study found an average score increase of 34 points, as evidenced by a comparison between pretest scores (average 54) and posttest scores (average 88). These results confirm that the digitally developed case method approach can increase learning effectiveness and foster deeper conceptual understanding.

Fourth, based on classroom observations conducted by Siti Warni Hutagalung (2025), it was found that students who were previously passive in the learning process began to show active participation. They spoke more frequently, asked questions, and offered solutions to the problems presented. These findings indicate that a case-based learning approach can significantly reduce boredom and increase student engagement, particularly in learning contexts that require interaction and problem-solving.

3. Materials and Method

This study uses a descriptive-analytical library research method, where data is collected from various library sources such as books, journals, and scientific articles. This research is a qualitative descriptive type that relies on analysis to determine, interpret, and clarify the data or information collected. This method aims to obtain an overview of the Case Method Learning Design on Halal Haram Material in the Al-Qur'an Hadith Subject of Class XII Madrasah Aliyah at Dayah Modern Ihyaussunnah Lhokseumawe.

4. Results and Discussion

Analysis of Needs and Problems in

Learning the Qur'an and Hadith at the Madrasah Aliyah (Islamic Senior High School) level often faces various challenges that impact the effectiveness and depth of students' understanding. Based on a literature review and findings from interviews with teachers and students, several issues underlie the need to develop a learning approach that demands analysis, collaboration, and critical thinking.

First, learning the Qur'an and Hadith textually without context will result in the development of students not being achieved as expected, in the sense that there is an imperfect understanding (Lubis et al., 2019).

Second, the learning of the Qur'an and Hadith is closely related to the text, so that the learning process is often carried out so that students are able to read the text of the Qur'an and Hadith and understand the meaning of its contents. This type of learning has indeed been going on for a very long time, in fact, it is not wrong to say that such a model is categorized as a classic learning model that is full of teacher-centeredness. Currently, the direction of learning is experiencing demands for change from teacher-centered to student-centered. In this case, contextual-based learning of the Qur'an and Hadith includes student-centeredness (Al-Balushi et al., 2020).

Third, it is important to recognize that each student has a different level of understanding of Islamic jurisprudence. Therefore, case-based learning must be designed with students' varying ability levels in mind. The activities provided should be challenging enough for more advanced students, yet accessible to those who require more assistance. This ensures inclusive learning and provides opportunities for all students to develop according to their respective abilities (Sutrisno et al., 2023).

Fourth, it was observed that students who were previously inactive in lessons were now speaking more, asking questions, and providing solutions to the problems presented. This suggests that a case-based approach can reduce boredom and increase student engagement in learning (Sudarsono & Haryanto, 2019).

Fifth, discuss the various opinions. This method gives them the opportunity to think more deeply and critically about the teachings they've learned and how to apply them to different situations. This demonstrates that case-based learning not only develops understanding but also sharpens analytical thinking skills (Gunawan & Mulyana, 2019).

Based on the identified problems and needs, the design and development of a case method approach to teaching the Quran and Hadith at the secondary school level is seen as a relevant and strategic solution. This approach is believed to increase learning effectiveness and encourage active student involvement in understanding, analyzing, and practicing the values contained in the Quran and Hadith in their real lives.

This case method approach is developed interactively, utilizing contextual scenarios that illustrate Islamic entrepreneurial values. These cases are designed to encourage students to think critically, engage in active discussion, express opinions, and make decisions based on their understanding of the texts of the Quran and Hadith.

Name and Type of Method

The method designed in this study is named "Case Method Design for Halal Haram Learning in Al-Qur'an Hadith Subjects in Class XII Madrasah Aliyah Modern Dayah Ihyaussunnah Lhokseumawe". This method is a case study-based learning approach (case

method) designed to improve the understanding and application of Islamic values contextually, especially on the material Halal Haram in Al-Qur'an Hadith learning. Through this approach, students are faced with various real cases that are relevant to everyday life, such as buying and selling practices, trading ethics, and social responsibility in Halal Haram.

Characteristics of Al-Qur'an-Hadith Lessons

The characteristics of the Qur'an and Hadith subject area are crucial aspects that form the basis for designing appropriate and effective learning strategies. Understanding these characteristics allows teachers to develop approaches that align with the spiritual, intellectual, and moral goals of the learning process. Some of the main characteristics of the Qur'an and Hadith subject are as follows:

a. **Emphasizing Good and Correct Reading and Writing Skills**

Learning the Al-Qur'an and Hadith requires students to have the ability to read and write Arabic texts, especially in reciting the verses of the Al-Qur'an and the texts of the Hadith with correct tajweed and language structure.

b. **Understanding Meaning Textually and Contextually**

Students are directed to not only understand the literal meaning of the text, but also to explore the contextual meaning according to the conditions of the times and the challenges of modern life.

c. **Practicing the Ingredients in Everyday Life**

The ultimate goal of learning the Qur'an and Hadith is to realize the practice of the values contained in the text, such as honesty, justice, responsibility, and compassion, in daily behavior and social interactions.

Application of Case Method in Learning Quran and Hadith on Halal and Haram Material

The application of the case method in learning the Qur'an and Hadith, especially on the Halal and Haram material, involves a series of steps aimed at bringing students to learning that focuses on the analysis and understanding of real cases in everyday life related to the principles of Halal and Haram in Islam. This method positions students as active participants who are invited to explore, analyze, and respond to various actual problems, such as the practice of buying and selling, lending and borrowing, debts and digital transactions, based on the values contained in the Qur'an and Hadith. The teacher acts as a facilitator who guides students in linking the texts of the evidence with the current social context, so that learning becomes more applicable, critical, and contextual.

a. **Types of Cases in Learning the Qur'an and Hadith (Halal and Haram Material)**

In learning about the Qur'an and Hadith, particularly regarding Halal and Haram, case studies can be adapted in various forms to reflect real-life dynamics related to economic, social, and religious activities relevant to sharia principles. Here are some common types of cases used in the case method:

- 1) **Case Studies of Buying and Selling Transactions:** Students are presented with real-life cases, such as buying and selling transactions in markets, online stores, or school cooperatives. They are asked to analyze whether the transactions comply with Islamic principles of halal (halal) and haram (forbidden), such as honesty, the absence of fraud (gharar), and the absence of usury (riba).
- 2) **Sharia Economic Practice Simulation:** This case study simulates economic situations such as peer-to-peer lending, e-wallet use, or investment practices. Students are analyzed to assess their compliance with the Quranic and Hadith texts and Sharia principles.
- 3) **Interactive Dialogue on Halal and Haram Ethics:** Students create or analyze a dialogue between two individuals discussing Islamic business ethics, such as between a seller and a buyer or between business partners. This dialogue fosters understanding of values such as trustworthiness, justice, and mutual assistance (ta'awun).
- 4) **Analysis of Qur'an and Hadith Texts:** Students are given excerpts from Qur'anic verses or hadiths related to Halal and Haram (for example, QS. Al-Baqarah: 275 or hadiths about honest buying and selling), then asked to relate them to contemporary problems, such as online credit, vehicle installments, or interest-bearing loans.
- 5) **Debates and Case Presentations:** In groups, students prepare presentations or debates from different perspectives on specific halal and haram issues. For example: Is the dropshipping system compliant with sharia law? Do large

discounts on e-commerce violate the principle of honesty? This hones critical thinking and argumentative skills based on evidence.

b. **The Role of Teachers in Case Study-Based Learning (Case Method) in the Subject of Quran and Hadith**

In case-based learning, teachers play a strategic role as directors, motivators, and facilitators, ensuring the learning process is active, reflective, and contextual. The following are some of the teacher's key roles in implementing the case study method, particularly in the Halal and Haram topic:

- 1) **Acting as a Discussion Facilitator:** The teacher acts as a facilitator, encouraging students to discuss the halal and haram issues raised. The teacher creates a conducive, dialogic atmosphere so that students can express their opinions and helps maintain the focus of the discussion, keeping it relevant to the teachings of the Qur'an and Hadith.
- 2) **Providing Guidance:** The teacher provides guidance on how to analyze a Halal-Haram case, starting with identifying the problem, drawing appropriate evidence (verses/hadith), and developing a solution based on Islamic values. This guide helps students hone their critical and practical thinking skills.
- 3) **Moderating the Discussion:** The teacher ensures that all students are actively involved in the discussion, keeping the conversation orderly and productive. In this role, the teacher can also ask provocative questions to help students delve deeper into the values of halal and haram from an Islamic perspective.
- 4) **Providing Reflective Feedback:** After students present or summarize their case analysis, the teacher provides constructive feedback. This feedback aims to strengthen students' understanding of Halal and Haram values, correct any misconceptions, and relate the case to real-life contexts.

Benefits of the Case Study Approach in Learning the Qur'an and Hadith

The benefits of implementing the case study method in learning the Qur'an and Hadith, particularly on the Halal and Haram material, encompass various important aspects of the learning process that significantly impact students' understanding and skills. This strategy not only strengthens cognitive aspects but also develops students' affective and psychomotor skills in real-life contexts. Through case studies relevant to Halal and Haram practices such as buying and selling, contracts, lending and borrowing, and zakat distribution, students are trained to think critically, examine Islamic texts contextually, and formulate solutions that align with the values of the Qur'an and Hadith.

- a. **21st-Century Skills:** This approach helps students hone the 4Cs (Critical Thinking, Creativity, Collaboration, and Communication). These skills are essential for developing Muslim individuals who are capable of responding to the challenges of the times, while also possessing integrity and sensitivity to Islamic values.
- b. **Communication Skills:** The Case Method encourages students to discuss, express opinions, and respond rationally to various arguments based on Islamic values. Communication between team members is also key in designing solutions or preparing presentations for Halal Haram case-based projects.
- c. **Active and Creative Engagement:** Case study-based learning empowers students not only as passive listeners but also as key actors in exploring, developing, and presenting solutions to real-life problems. This fosters creativity in linking halal and haram values to everyday social and economic life.
- d. **Real World Context:** Through case studies on buying and selling, usury, debts, trade zakat, and other halal and haram contracts, students gain a contextual understanding of how the principles of the Qur'an and Hadith are applied in the economic life of society.
- e. **Improving Material Understanding:** By presenting complex, realistic scenarios, students are challenged to apply their understanding of the material on halal and haram. They are trained to make decisions in accordance with Islamic law and to understand its impact on social life.

Challenges of Applying the Case Method in Learning the Qur'an and Hadith

The application of the Case Method in English learning offers numerous benefits in improving critical thinking skills, communication skills, and understanding real-world contexts. However, its implementation is not without challenges that teachers and students must anticipate. These challenges encompass aspects of preparation, implementation, and its impact on students. Here are some of the main challenges:

- a. Improving Teacher Preparation: Teachers are required to prepare relevant, authentic, and contextual case scenarios. This requires time, creativity, and a deep understanding of the case to truly encourage active student engagement.
- b. Complex Assessment: Evaluation of learning outcomes using the Case Method encompasses not only cognitive aspects but also analytical, argumentative, and collaborative skills. Teachers need to design comprehensive and objective assessment rubrics to assess the learning process and outcomes.
- c. Time Management: Case discussions, analyses, and presentations require sufficient time. With a busy learning schedule, time management can be challenging, especially if students require additional guidance.
- d. Students' Difficulties in Adapting: Not all students are accustomed to a learning approach that requires active participation. Some students may have difficulty analyzing cases, speaking in front of the class, or expressing opinions logically.
- e. Group Task Distribution: In group work, unequal distribution of tasks can lead to conflict or imbalanced contributions among members. Teachers need to monitor group dynamics and provide guidance to ensure all students actively contribute.

5. Conclusion

This study successfully designed a Case Method-based learning method as an innovative approach in learning the Qur'an Hadith Halal Haram material in grade XII Madrasah Aliyah. The development of this method was motivated by various learning challenges, such as the gap between theory and practice, low student involvement, and limited media that are applicable and contextual. Through the Case Method approach, students are faced with various real cases surrounding Halal Haram practices (such as buying and selling, debts, and business cooperation) that encourage them to think critically, discuss, and make decisions based on their understanding of the texts of the Qur'an and Hadith. This creates a more meaningful learning experience, relevant to everyday life, and strengthens Islamic entrepreneurial values. However, the implementation of this method also faces challenges such as the need for teacher readiness in designing and moderating cases, limited class time, and variations in students' abilities in analyzing cases.

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